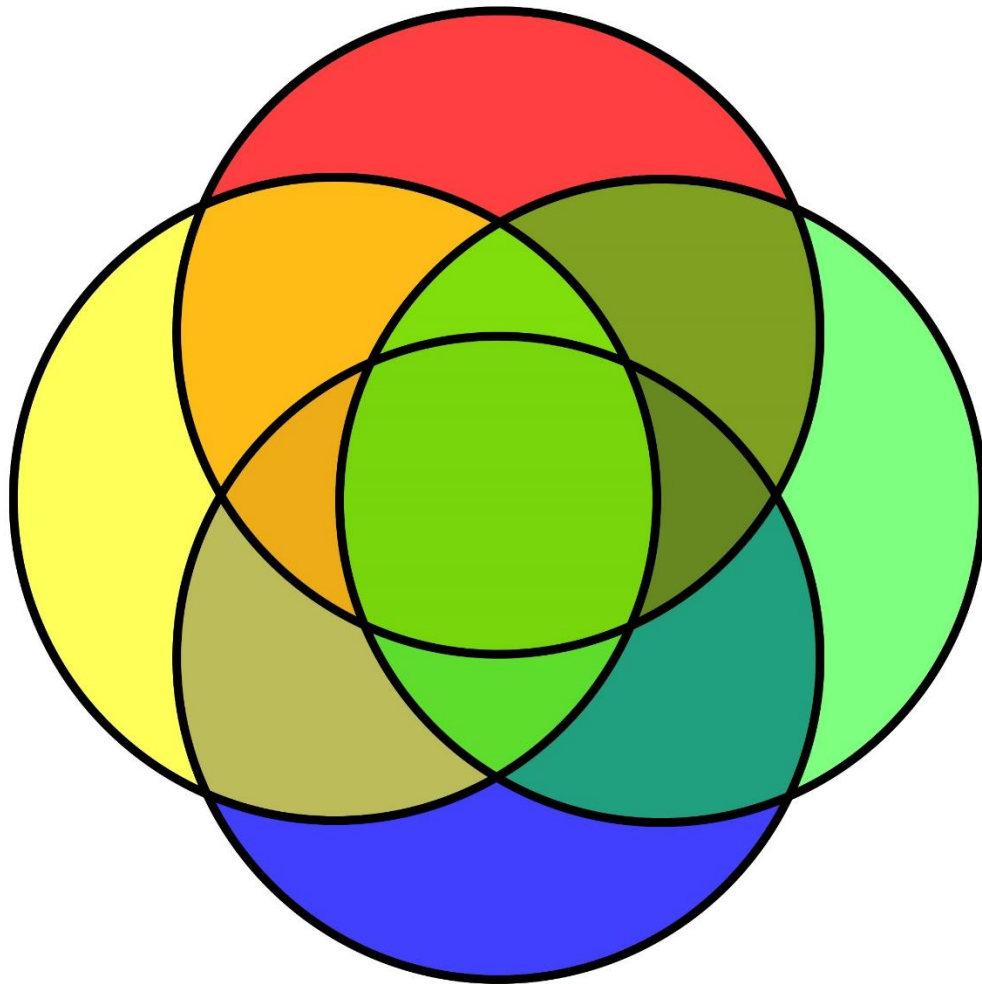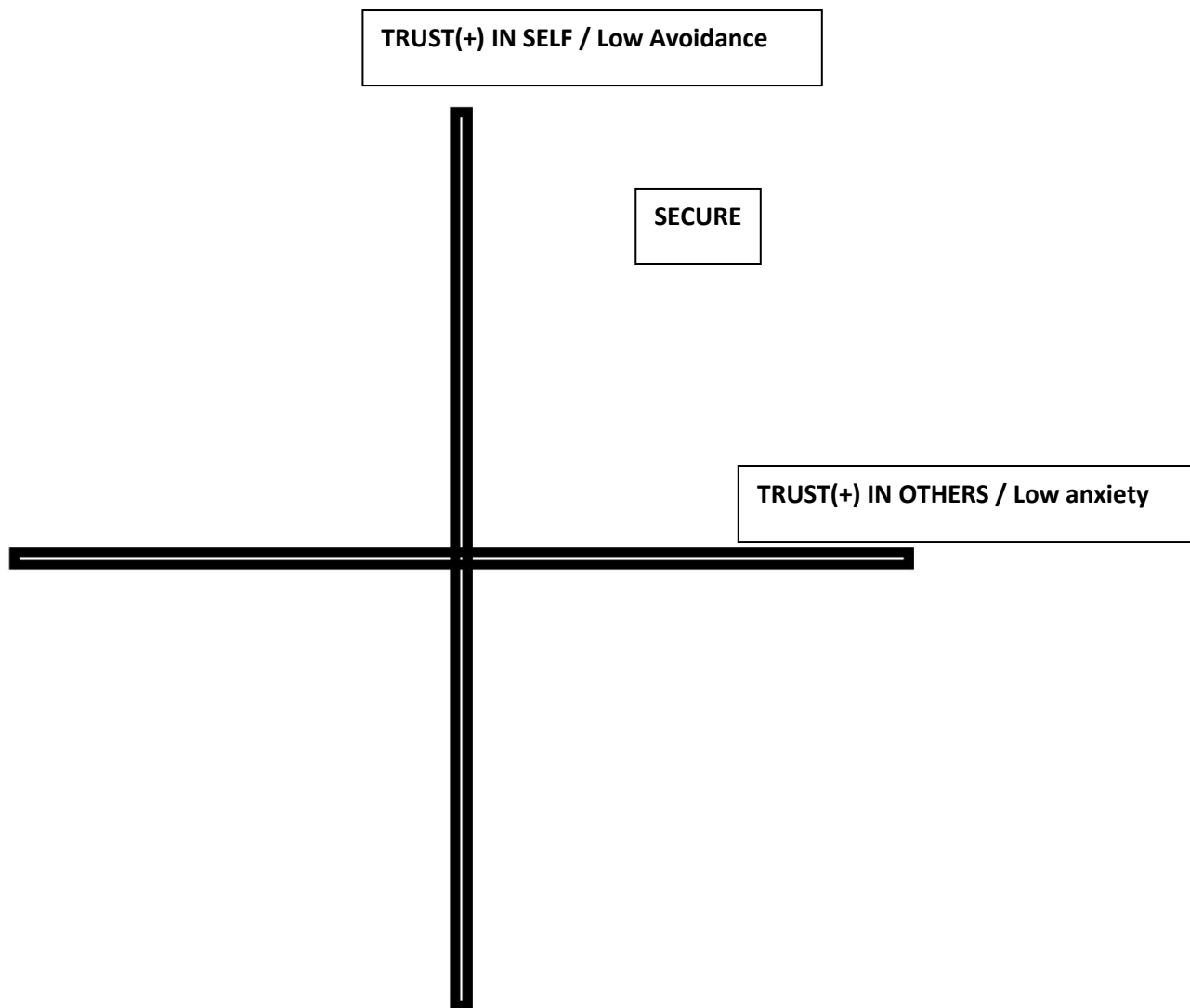**I.** **The Bio-Psycho-Social-Spiritual Model** (Engel, etc.al)
1. Biological
2. Psychological
3. Sociological
4. Spiritual / Political

II. **Attachment Theory and Style's** (Bowlby, Strange, etc.al)
1. Secure Attachment
2. Preoccupied
3. Dismissive Avoidant
4. Fearful Avoidant

TRUST(+) IN SELF / Low Avoidance
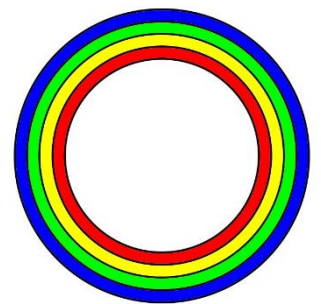
SECURE

TRUST(+) IN OTHERS / Low anxiety

III. **The Stages of Grief** (Kubler-Ross, Et.al) / Change/ Addiction
1. Denial
2. Anger
3. Bargaining
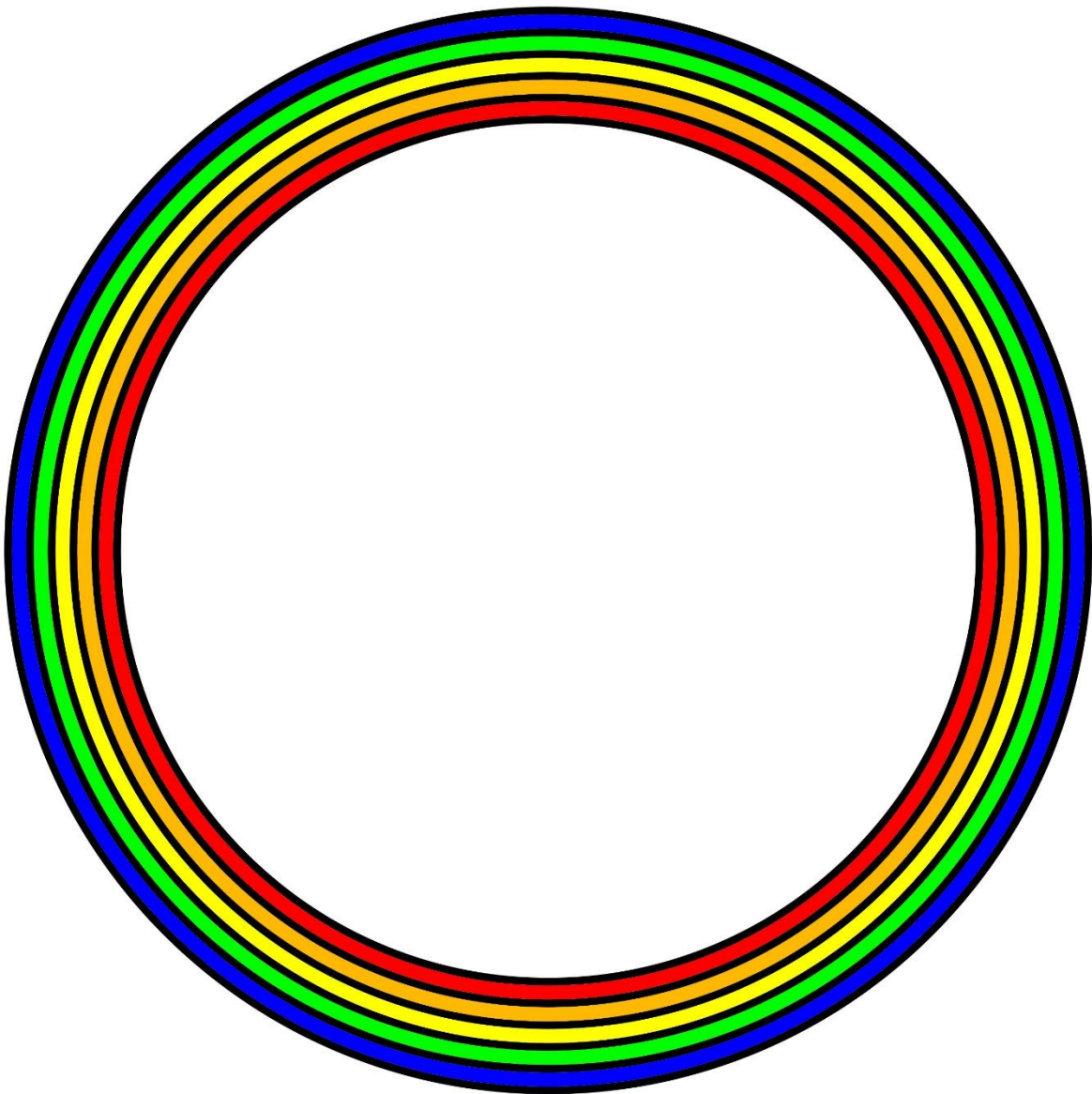4. Depression
5. Acceptance

IV. **Stages of Cognitive Development** (Piaget, et.al)
1. Sensory Motor – Object Permanence
2. Preoperational – Symbolic Thought
3. Concrete Operational – Operational Thought
4. Formal Operational – Abstract Concepts
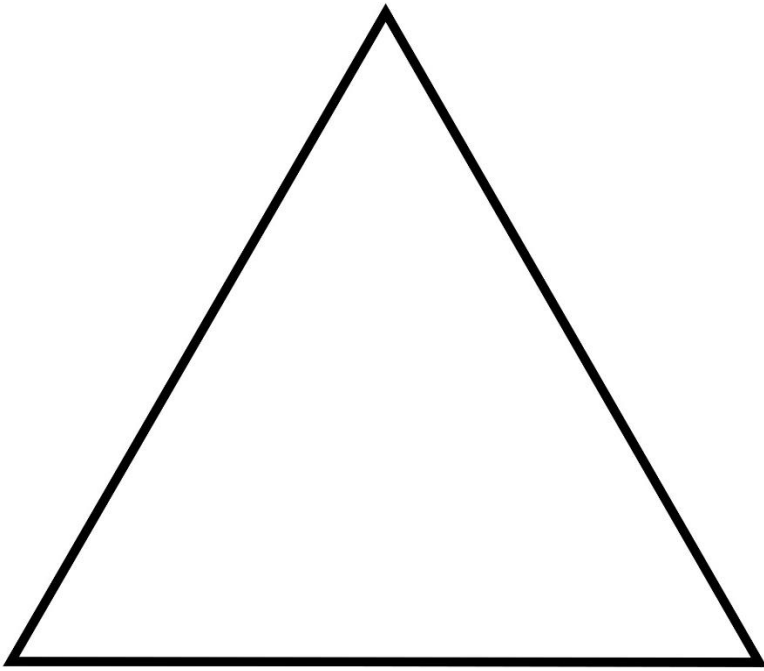
V. **Ecological Systems Theory** (Bronfenbrenner, etc.al)
   1. Individual System
   2. Micro-System
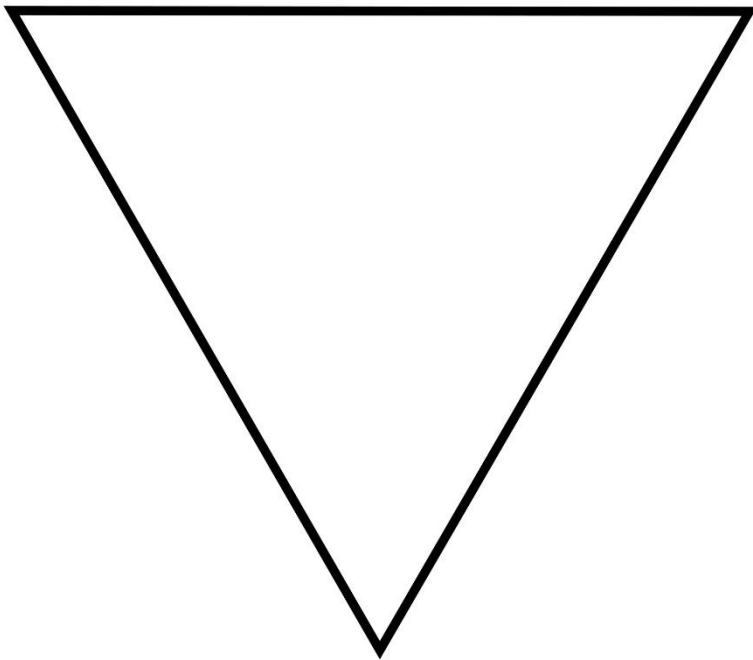   3. Meso-System
   4. Eco-System
   5. Macro-System

VI.

1. **<u>Hierarchy of Needs</u>** (Maslow, etc.al)

2. **<u>Cognitive Triad</u>** (Beck, etc.al)

Cross dimensional meta analysis 5

A. Styles/ vectors: Trust and attachment

   i.   Attachment styles

      1. Secure attachment

         a. A toddler who is securely attached to his or her parent (or other familiar caregiver) will explore freely while the caregiver is present, typically engages with strangers, is often visibly upset when the caregiver departs, and is generally happy to see the caregiver return. The extent of exploration and of distress are affected, however, by the child's temperamental make-up and by situational factors as well as by attachment status. A child's attachment is largely influenced by their primary caregiver's sensitivity to their needs. Parents who consistently (or almost always) respond to their child's needs will create securely attached children. Such children are certain that their parents will be responsive to their needs and communications.[46]Erikson stages of psychosocial

      2. Anxious-ambivalent attachment

         a. Anxious-ambivalent attachment is also misnamed as "resistant attachment".[48] In general, a child with an anxious-ambivalent pattern of attachment will typically explore little (in the Strange Situation) and is often wary of strangers, even when the parent is present. When the mother departs, the child is often highly distressed. The child is generally ambivalent when his mother returns.[36] The anxious-ambivalent strategy is a response to unpredictably responsive caregiving, and the displays of anger (ambivalent resistant) or helplessness (ambivalent passive) towards the caregiver on reunion can be regarded as a conditional strategy for maintaining the availability of the caregiver by preemptively taking control of the interaction.[49][50]Marcia identify

      3. Anxious-avoidant attachment

         a. An infant with an anxious-avoidant pattern of attachment will avoid or ignore the caregiver—showing little emotion when the caregiver departs or returns. The infant will not explore very much regardless of who is there. Infants classified as anxious-avoidant (A) represented a puzzle in the early 1970s. They did not exhibit distress on separation, and either ignored the caregiver on their return (A1 subtype) or showed some tendency to approach together with some tendency to ignore or turn away from the caregiver (A2 subtype). Ainsworth and Bell theorized that the apparently unruffled behaviour of the avoidant infants was in fact a mask for distress, a hypothesis later evidenced through studies of the heart-rate of avoidant infants.[52][53]

        4. *Fearful/ Disorganized/disoriented attachment*

           a. Ainsworth herself was the first to find difficulties in fitting all infant behaviour into the three classifications used in her Baltimore study. Ainsworth and colleagues sometimes observed "tense movements such as hunching the shoulders, putting the hands behind the neck and tensely cocking the head, and so on. It was our clear impression that such tension movements signified stress, both because they tended to occur chiefly in the separation episodes and because they tended to be prodromal to crying. Indeed, our hypothesis is that they occur when a child is attempting to control crying, for they tend to vanish if and when crying breaks through."[56]

  ii. Sub: attention, control and direction or speed, velocity and acceleration

  iii. 4 humors

  iv. 4 fundamental forces

B. Stages/ cycles/ reflects/ reflexes: Grief

  i. 5 stages of grief

    1. *Denial – The first reaction is denial. In this stage, individuals believe the diagnosis is somehow mistaken, and cling to a false, preferable reality.*

    2. *Anger – When the individual recognizes that denial cannot continue, they become frustrated, especially at proximate individuals. Certain psychological responses of a person undergoing this phase would be: "Why me? It's not fair!"; "How can this happen to me?"; "Who is to blame?"; "Why would this happen?".*

    3. *Bargaining – The third stage involves the hope that the individual can avoid a cause of grief. Usually, the negotiation for an extended life is made in exchange for a reformed lifestyle. People facing less serious trauma can bargain or seek compromise. Examples include the terminally ill person who "negotiates with God" to attend a daughter's wedding or an attempt to bargain for more time to live in exchange for a reformed lifestyle.*

    4. *Depression – "I'm so sad, why bother with anything?"; "I'm going to die soon, so what's the point?"; "I miss my loved one; why go on?"*

        a. During the fourth stage, the individual despairs at the recognition of their mortality. In this state, the individual may become silent, refuse visitors and spend much of the time mournful and sullen.

    5. *Acceptance – "It's going to be okay."; "I can't fight it; I may as well prepare for it."*

        a. In this last stage, individuals embrace mortality or inevitable future, or that of a loved one, or other tragic event. People dying may precede the survivors in this state, which typically comes with a calm, retrospective view for the individual, and a stable condition of emotions.

  ii. Organization/Consolidation of memory

1. *Working memory*
   a. Baddeleys slave system model
   b. +/- 7
2. *Long term memory*
   a. Implanting memories Loftus
   b. Blind to betrayal
      i. Quote declaration of independence "history hath shewn"
      ii. She was referenced in dahmer wiki….
3. *Information theory*
   a. Conscious 40 bits/sec vs 40million bits%sec unconscious

iii. Cognitive Operations (*importance: ~~nor everyone reaches~~ the majority don't reach or even use formal operations in their day to day life)

1. *Sensorimotor stage*
   a. the sensorimotor stage "extends from birth to the acquisition of language."[21] In this stage, infants progressively construct knowledge and understanding of the world by coordinating experiences (such as vision and hearing) with physical interactions with objects (such as grasping, sucking, and stepping).[22] Infants gain knowledge of the world from the physical actions they perform within it.[23] They progress from reflexive, instinctual action at birth to the beginning of symbolic thought toward the end of the stage.[23]

2. *Pre-operational stage*
   a. By observing sequences of play, Piaget was able to demonstrate that, towards the end of the second year, a qualitatively new kind of psychological functioning occurs, known as the pre-operational stage, the second of Piaget's four developmental stages.[26][27] It starts when the child begins to learn to speak at age two and lasts up until the age of seven. During the pre-operational stage of cognitive development, Piaget noted that children **do not yet understand concrete logic and cannot mentally manipulate information.**[28] Children's **increase in playing and pretending** takes place in this stage. However, the child still has trouble seeing things from **different points of view**. The children's play is mainly categorized by **symbolic play and manipulating symbols**. Such play is demonstrated by the idea of checkers being snacks, pieces of paper being plates, and a box being a table. Their observations of symbols exemplifies the idea of play with the absence of the actual objects involved.

   b. **Symbolic function substage**
      i. In this stage, there are still limitations, such as **egocentrism and precausal thinking.**
         1. *Egocentrism occurs when a child is unable to distinguish between their own perspective and that of another person.*

2. *Piaget coined the term "precausal thinking" to describe the way in which preoperational children use their own existing ideas or views, like in egocentrism, to explain cause-and-effect relationships. Three main concepts of causality as displayed by children in the preoperational stage include:*
   a. animism,
   b. artificialism and
   c. transductive reasoning.

c. Intuitive thought substage
   i. At between about the ages of 4 and 7, children tend to become very curious and ask many **questions**, beginning the use of **primitive reasoning.** There is an emergence in the interest of reasoning and wanting to know **why things are the way they are**. Piaget called it the "intuitive substage" because children realize they have a vast amount of knowledge, but they are unaware of how they acquired it. **Centration, conservation, irreversibility, class inclusion, and transitive inference** are all characteristics of preoperative thought. **Centration** is the act of focusing all attention on one characteristic or dimension of a situation, whilst disregarding all others. **Conservation** is the awareness that altering a substance's appearance does not change its basic properties. Children at this stage are **unaware of conservation and exhibit centration**. Both centration and conservation can be more easily understood once familiarized with Piaget's most famous experimental task.
      1. *See: 3.B.iii.c*

3. *Concrete operational stage*
   a. The concrete operational stage is the third stage of Piaget's theory of cognitive development. This stage, which follows the preoperational stage, occurs between the ages of 7 and 11 (preadolescence) years,[37] and is characterized by the **appropriate use of logic.** During this stage, a child's thought processes become more mature and "adult like". They start solving problems in a more logical fashion. **Abstract, hypothetical thinking is not yet developed in the child**, and children can only solve problems that apply to concrete events or objects. At this stage, the children undergo a transition where the child learns rules such as **conservation**.[38] Piaget determined that children are **able to incorporate Inductive reasoning.** Inductive reasoning involves drawing inferences from observations in order to make a generalization. In contrast, **children struggle with deductive reasoning,** which involves using a **generalized principle in order to try to predict the outcome of an event**. Children in this stage commonly experience difficulties with figuring out logic in their heads. For example, a child will understand that "A is more than B" and "B is more than C". However, when asked "is A more than C?", the child might not be able to logically figure the question out in his or her head.

b. Two other important processes in the concrete operational stage are logic and the **elimination of egocentrism**.

c. Egocentrism is the phase where the thought and morality of the child is completely self focused.[39] During this stage, the child acquires the ability to view things from another individual's perspective, even if they think that perspective is incorrect. For instance, show a child a comic in which Jane puts a doll under a box, leaves the room, and then Melissa moves the doll to a drawer, and Jane comes back. A child in the concrete operations stage will say that Jane will still think it's under the box even though the child knows it is in the drawer. (See also **False-belief task.)**

d. One example of an experiment for testing conservation is the water level task.[41] An experimenter will have two glasses that are the same size, fill them to the same level with liquid, which the child will acknowledge is the same. Then, the experimenter will pour the liquid from one of the small glasses into a tall, thin glass. The experimenter will then ask the child if the taller glass has more liquid, less liquid, or the same amount of liquid. The child will then give his answer. The experimenter will ask the child why he gave his answer, or why he thinks that is.

   i. Justification: After the child has answered the question being posed, the experimenter must ask why the child gave that answer. This is important because the answers they give can help the experimenter to assess the child's developmental age.[42]

4. *Formal operational stage [intrapsychic cohesion]*

a. The final stage is known as the formal operational stage (adolescence and into adulthood, roughly ages 11 to approximately 15–20): Intelligence is demonstrated through **the logical use of symbols related to abstract concepts**. This form of thought includes "assumptions that have no necessary relation to reality."[44].

b. Piaget stated that "**hypothetico-deductive reasoning**" becomes important during the formal operational stage. This type of thinking involves hypothetical "what-if" situations that are not always rooted in reality, i.e. **counterfactual thinking**. It is often required in **science and mathematics.**

c. Abstract thought emerges during the formal operational stage. Children tend to think very concretely and specifically in earlier stages, and begin to consider possible outcomes and consequences of actions.

d. Metacognition, the capacity for "thinking about thinking" that allows adolescents and adults to reason about their thought processes and monitor them.[45]

e. Problem-solving is demonstrated when children use **trial-and-error to solve problems**. The ability to **systematically** solve a problem in a **logical and methodical** way emerges.

5. *Post formal operational stages*

a. Piaget's theory stops at the formal operational stage, but other researchers have observed the thinking of adults is more nuanced than formal operational thought.

This fifth stage has been named post formal thought or operation.[73][74]. Michael Commons presented evidence for five post formal stages in the model of hierarchical complexity: **systematic, meta-systematic, paradigmatic, and cross-paradigmatic** (Commons & Richards, 2003, p. 206–208; Oliver, 2004, p. 31).[75][76][77]

    i.   Post formal – systematic – interpersonal cohesion

    ii.   Meta systematic – intergroup cohesion

    iii.   Paradigmatic – inter species, intra planetary cohesion

    iv.   Cross paradigmatic – interplanetary, solar system cohesion

    v.   Meta cross paradigmatic – intergalactic, universal cohesion

C. Valences: Ecological Systems Theory

    i.   **Individual** Refers to sex, age, health ([intrapsychic] (biopsychosocial -spiritual))

    ii.   **Microsystem** Refers to the institutions and groups that most immediately and directly impact the child's development including: family, school, religious institutions, neighborhood, and peers.

    iii.   **Mesosystem**: Interconnections between the microsystems, Interactions between the family and teachers, Relationship between the child's peers and the family

    iv.   **Exosystem**: Involves links between a social setting in which the individual does not have an active role and the individual's immediate context. For example, a parent's or child's experience at home may be influenced by the other parent's experiences at work. The parent might receive a promotion that requires more travel, which might increase conflict with the other parent and change patterns of interaction with the child.

    v.   **Macrosystem**: Describes the culture in which individuals live. Cultural contexts include developing and industrialized countries, socioeconomic status, poverty, and ethnicity. A child, his or her parent, his or her school, and his or her parent's workplace are all part of a large cultural context. Members of a cultural group share a common identity, heritage, and values. The macrosystem evolves over time, because each successive generation may change the macrosystem, leading to their development in a unique macrosystem.[1]

        1.   *(Moved from attachment to here) i.   Stages of culture (model compilation) or add to macrosystems (culture) in ecological systems theory*

    vi.   **Chronosystem**: The patterning of environmental events and transitions over the life course, as well as sociohistorical circumstances. For example, divorces are one transition. Researchers have found that the negative effects of divorce on children often peak in the first year after the divorce. By two years after the divorce, family

interaction is less chaotic and more stable. An example of sociohistorical circumstances is the increase in opportunities for women to pursue a career during the last thirty years.[2] Meso- system

D. Universal core elements: parent function (x,y)

   i.   Needs

   ii.   Beliefs

     1. Triads

       a. Natural states; waking,(superego/god) dreaming(ego/ spirit) sleeping(id/son)

       b. Freud's iceberg

         i.   Superego, ego, id

       c. Becks triad

         i.   Self, others, future

       d. Transactional analysis

         i.   Adult, parent, child

         ii.   I'm okay your not okay vectors go to attachment and personality styles

       e. Communicating medium

         i.   Sender, receiver, message

       f. Parenting/government styles

         i.   permissive, attentive, authoritative

Historical